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ABSTRACT

This booklet contains materials designed to help teachers and students identify and celebrate affective learning as it is expressed in behavior. First, a brief user's guide explains how teachers and students can use the "Celebration of Learning" materials. Next, five areas of affective learning are listed, with general and specific examples of behaviors that demonstrate learning in those areas. The five areas are: (1) self-worth, which is evident if the student takes risks, assumes responsibility, and perseveres in developing talents; (2) relationships with others, in which development is evident in consideration and respect for authority, appreciation of the accomplishments of others, and respect for others' rights, ideas, and property; (3) world awareness, which is shown by a belief in the value of citizenship and commitment to social justice; (4) learning, in which growth is evidenced by a desire to search for truth, self-motivation, and intellectual curiosity; and (5) spiritual life, in which learning is evident if the student exemplifies hope, trust, and purpose in life. The booklet also contains self-assessment instruments for grades 1-3 for each of the areas; a teacher checklist for recording student behaviors; a self-assessment instrument for grades 4-6; a list of 15 ways in which teachers can help students learn; and Good News Notes to report learning behavior to parents. (AC)

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Lethbridge Catholic Schools

presents

A Celebration of Learning

ED 370 671

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The Celebration of Learning:

- *tells what the student has learned....*
- *tells what the student has yet to learn...*
- *plans for more learning...*
- *takes joy in student progress.*

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A Celebration of Learning

USER'S GUIDE

1. Learning is a joyful process to be observed and celebrated. This kit helps celebrate affective learning which is expressed in behavior.

2. The **Celebration of Learning Folder** describes seven actions representative of each behavior identified in the brochure. These descriptions of behaviors and actions help teachers:

- in their pedagogy as they teach behavior.
- in their vocabulary as they describe behavior.
- to talk to parents about behavior and parenting.
- as a common reference in conferences.
- in writing anecdotes or comments for reports.
- to set objectives and to plan lessons or activities.
- to focus observation on specific actions.
- to evaluate affective learning in a positive manner.
- to describe growth and development in special programs.

3. Teachers observe learning in process, as well as the products of learning. **A class checklist** permits a quick recording of daily observations for later expansion in journals or anecdotal records.

4. Observation of learning is also done by **primary students**. They evaluate how they learn in each of the five areas of behavior by coloring happy faces on their copy of the blue line master. The teacher does not judge, mark or evaluate their self-assessment, but encourages them to use their assessment in parent-teacher-student conferences, where plans for further learning are made.

5. **Elementary** and **secondary students** observe their own behavior, reflect on their successes, and contribute to plans of action at parent-teacher-student conferences. Student Self-study clarifies expectations of behavior and empowers students to make choices conducive to learning and success.

6. **Good News Notes** allow teachers to acknowledge and affirm positive behaviors as they are observed and to keep a record of the affirmation for later use.

7. Teachers value positive behaviors by recognizing and affirming their presence, modelling them, and teaching them. A few examples are given in **How To Help Children Learn**.

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Present

A Celebration Of Learning

These behaviours are observed and celebrated as signs of learning and growth:

IN SELF WORTH

1. **Demonstrates confidence, self-worth, and security by taking risks, accepting error with ease and good humour, maintaining a healthy life and taking pride in posture and appearance.**

    1. Refers to self in positive terms.
    2. Can laugh at self.
    3. Tries new tasks, activities, skills.
    4. Examines errors to find their value.
    5. Tries again without giving up.
    6. Holds head up and looks at people when speaking.
    7. Takes care of health, posture, hygiene and appearance.

2. **Assumes responsibility by accepting the consequences of actions, accepting leadership, cooperating with responsible leaders, and demonstrating emotional well-being.**

    1. Accepts responsibility for own actions or lack of action.
    2. Accepts consequences without anger or blaming others.
    3. Takes care of people, pets or property.
    4. Leads a group or cooperates with the leader.
    5. Expresses opinions even if they are not popular with peers.
    6. Expresses emotions in socially acceptable ways.
    7. Can acknowledge frustration.

3. **Perseveres in developing gifts and talents through consistent effort, efficient use of time, and taking pride in accomplishments.**

    1. Concentrates on the task at hand.
    2. Practices skills and talents.
    3. Puts energy and effort into doing assignments well.
    4. Follows through to complete a task in spite of difficulties.
    5. Organizes and uses time resourcefully.
    6. Seeks out and engages in leisure time activities.
    7. Displays work and accepts credit graciously.

IN RELATIONSHIP WITH OTHERS

4. Shows consideration and respect for authority while understanding the legitimacy of dissent by choosing appropriate ways to agree or disagree, by responding to adult direction and by following rules.

1. Shows appropriate respect for authority.
2. Shows an understanding of when and how to dissent.
3. Uses own authority with consideration and justice.
4. Responds to rules appropriately.
5. Gives and follows directions with care.
6. Uses courtesy and manners to disagree.
7. Listens to and speaks to others with respect and courtesy.

5. Appreciates the accomplishments of others by affirming and encouraging them, being sensitive to their feelings, and by accepting winning or losing in a gracious manner.

1. Enjoys seeing others succeed and win.
2. Encourages, compliments and applauds the work of others.
3. Gives credit to others freely and sincerely.
4. Shows good sportsmanship.
5. Shares teacher / parent time with others.
6. Assists others to become winners.
7. Shows loyalty, friendship and trust.

6. Respects the rights, ideas and property of others by valuing diversity of ideas, caring for the property of others, accepting and understanding differences, and respecting the right of others to learn.

1. Accepts and respects different people without prejudice.
2. Listens to and appreciates ideas that are different.
3. Settles differences with dignity rather than threat or force.
4. Asks for permission to borrow property and then returns it.
5. Uses public and private property with care.
6. Allows others to have privacy and space.
7. Adjusts voice level to respect the rights of others.

IN WORLD AWARENESS

7. Displays a belief in the value of citizenship by contributing to the building of community, participating, sharing information or time or energy or resources, cooperating in groups, volunteering and becoming involved in community endeavours.

1. Supports community efforts by attending events.
2. Organizes groups and manages conflict or disagreement.
3. Participates in discussions, activities, or projects.
4. Shares ideas and materials with others.
5. Cooperates with others with enthusiasm.
6. Offers to assist others at home or school.
7. Is involved in some activity of the larger community.

8. Demonstrates a commitment to social justice and fair play by preserving the environment, conserving natural resources, using equipment and materials responsibly, and sharing generously.

1. Ensures equal rights in work and in play.
2. Takes turns speaking or in line ups.
3. Makes an effort to protect all of creation.
4. Conserves resources by cutting down on waste.
5. Uses equipment and materials responsibly.
6. Shares generously with others.
7. Shows an understanding of the need for world justice.

9. Exemplifies dependability and dedication by being present, punctual, prepared, attentive, diligent, good humoured and able to work independently.

1. Attempts to be present and punctual.
2. Comes prepared for class with materials and homework.
3. Is alert and attentive in class.
4. Tries to keep work neat and organized.
5. Is cheerful and good humoured.
6. Works independently without constant supervision.
7. Completes homework assignments on time.

IN LEARNING

10. Shows a desire to learn and to search for truth by being open and receptive to learning, affirming it and reflecting it with happiness, enthusiasm and satisfaction.

1. Is ready to learn at school or at home.
2. Is eager and enthusiastic to learn.
3. Comes to school happily and willingly.
4. Makes conscious choices to learn.
5. Learns from others.
6. Shows interest in searching for meaning.
7. Tries to verify.

11. Demonstrates self-direction and self-motivation by initiating activities, accepting challenges, extending knowledge, exploring possibilities, expanding horizons and creating.

1. Explores, initiates, invents opportunities to learn.
2. Investigates and probes to discover meaning.
3. Goes beyond the minimum requirement.
4. Accepts challenges such as contests, fairs, extra projects.
5. Shows creativity and imagination.
6. Engages in a hobby.
7. Shares things learned with others.

12. Displays intellectual curiosity by maintaining an open and inquisitive mind, being flexible to change, using skills of intelligence such as critical thinking skills, asking informed questions, and employing a variety of problem-solving techniques.

1. Is curious and inquisitive.
2. Changes and adapts when new information is presented.
3. Considers and evaluates ideas and plans before adopting them.
4. Asks questions out of curiosity and for better understanding.
5. Attempts to solve problems with more than one method.
6. Understands the complexity of many issues.
7. Wonders and hypothesizes about what was, is or could be.

IN SPIRITUAL LIFE

13. Demonstrates faith in God and in a system of values which distinguishes right from wrong by displaying truth, honesty, integrity, justice, and inner peace.

1. Knows right from wrong and is committed to do what is right.
2. Tells the truth and is honest.
3. Does assignments honestly and fairly.
4. Checks assignments fairly and justly.
5. Is sincere and keeps his / her word.
6. Smiles genuinely and exudes inner peace.
7. Appears at ease that actions are in accord with beliefs.

14. Exemplifies hope, trust and purpose in life by being prudent and wise in decision making, and working toward a goal.

1. Is full of hope for the future.
2. Sets realistic goals and works toward them.
3. Aspires to higher idealistic goals.
4. Makes choices in accordance with goals.
5. Judgments show hope, prudence and wisdom.
6. Is self-reliant and resourceful.
7. Makes decisions after careful thought.

15. Personifies love by showing acceptance, thankfulness, tolerance, compassion, reconciliation, and a sense of selflessness through considerate, responsible and trustworthy behaviour.

1. Shows charitable acceptance of all.
2. Thanks others and accepts thanks graciously.
3. Shows patience and tolerance toward others.
4. Shows empathy with the problems of others.
5. Forgives self and others.
6. Considers and thinks of others before acting.
7. Is kind and caring and loving.

The Lethbridge Catholic Schools project team for the Educational Quality Indicators Collaborative Action Research Projects of Alberta Education developed this indicator system of behaviours and descriptors. December, 1991

A Celebration of Learning

Grade 1–3

Date _____ Name: _____

ABOUT ME

1. I like to try new things.

2. Mistakes do not upset me, because I am learning.

3. I keep trying and trying.

4. I take care of me. I eat and sleep and clean myself.

5. I am happy to do my chores and my jobs.

6. I try to do my best work.

7. I finish my work.

8. I like to show my work to other people.

Lethbridge Catholic Schools, 1992

A Celebration of Learning

Grade 1–3

Date _____ Name: _____

HOW DO I GET ALONG WITH OTHERS ?

1. Do I talk to teachers and other adults?

YES NO SOMETIMES

2. Do I follow rules and directions?

YES NO SOMETIMES

3. Do I help other children to learn and do things?

YES NO SOMETIMES

4. Do I always have to win?

YES NO SOMETIMES

5. Am I happy to see other people win and be best?

YES NO SOMETIMES

6. Do I talk nicely and listen carefully to other children?

YES NO SOMETIMES

7. Do I try to hurt other people or their things?

YES NO SOMETIMES

8. Do I make noise or bother people who are working?

YES NO SOMETIMES

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Grade 1–3

Date _____ Name: _____

ABOUT WORK

1. I share stories and ideas.

2. I like to play and work with other people.

3. I take good care of my things and of other people's things.

4. I am kind to pets, animals and birds.

5. I come to school on time and ready to work.

6. I listen to the teachers.

7. I can do my work all by myself.

8. I do my work without wasting time.

Lethbridge Catholic Schools, 1992

A Celebration of Learning

Grade 1–3

Date _____ Name: _____

ABOUT LEARNING

1. I learn everywhere.

2. I like to go to school.

3. I explore and discover.

4. I like to make pictures, songs and dances.

5. I like to read.

6. I ask questions.

7. I try lots of ways to solve puzzles and problems.

8. I wonder about all kinds of things.

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Grade 1–3

Date _____ Name: _____

ABOUT GOD

1. I tell the truth.

2. I pray.

3. I am happy to do what Jesus wants.

4. I think before I do things so that I do not hurt others.

5. I try to be good even when it is easy to be bad.

6. I love everyone because God made them.

7. I try to do things that make other people happy.

8. I say I am sorry and make friends again if I hurt someone.

Lethbridge Catholic Schools, 1992

A Celebration Of Learning

Teacher Checklist for Recording Student Behaviours Observed	Takes Risks / Tries	Accepts Responsibility	Uses Time / Effort Well	Respects Authority	Gets Along with Others	Respects Rights of All	Cooperates / Participates	Respects Property / Nature	Listens & Works Well	Enjoys Learning	Works Independently	Thinks, Asks, Wonders	Believes / Values Truth	Hopes & Trusts	Acts Show Love			
Student Names	Self			Other			Work			Learn			God			???		

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Grade 4–6

Read This and Write on the Other Side Name: _____

1. ABOUT ME
   - I feel good about my abilities and my looks.
   - I like to try new jobs, sports, games, hobbies.
   - I take care of my health and posture.
   - I know that mistakes are part of learning.
   - It is okay to be happy or sad or angry or frustrated.
   - I try to do good work and I show it with pride.
   - I use my time well so I can finish my work on time.

2. ABOUT GETTING ALONG WITH OTHERS
   - I speak politely and with respect.
   - I listen carefully and follow directions.
   - I congratulate others who do well or win.
   - I can lose and not get angry or blame others.
   - I am quiet when others are working or studying.
   - I accept those who are different from me.
   - I take care of things that belong to others.

3. ABOUT WORK
   - I like to work in groups.
   - I share ideas, time and materials.
   - I volunteer to do extra activities.
   - I use materials carefully.
   - I take turns, cooperate and play fair.
   - I try not to litter or destroy nature.
   - I do my work without being watched.

4. ABOUT LEARNING
   - I like to go to school and to learn.
   - I like to explore, discover and invent.
   - I think about and ask about things.
   - I try different ways to solve puzzles or problems.
   - I enter contests, fairs and challenges.
   - I like to create and to wonder what might be.
   - I am ready to change as I grow and learn.

5. ABOUT GOD
   - I am happy learning about God's plan.
   - I know right from wrong and I try to do right.
   - I tell the truth and I do not cheat.
   - I think of what could happen before I do things.
   - I try to make others happy not just me.
   - I can forgive and make friends again.
   - I say "Thank you" and "You're welcome".

Date: _____

1. I do well at _____

_____

2. I wish I could do better at _____

_____

3. I will try to do better by _____

_____

Date: _____

1. Most of the time, I do well at _____

_____

2. I am trying to do better at _____

_____

3. I still find it hard to do well at _____

_____

4. I will try to do better by _____

_____

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Junior & Senior High School

Consider the Behaviors Below, Then Write on the Other Side. Name: _____

1. SHOWING SELF WORTH
   - I am willing to try new tasks, challenges, sports.
   - I like myself and can laugh at myself.
   - I take care of my physical health and hygiene.
   - I accept errors as part of learning not of failing.
   - I take responsibility for my actions or lack of action.
   - I can be a leader or I can cooperate with leaders.
   - I express opinions and emotions in acceptable ways.
   - I try to do my best and I am proud of my work.

2. RELATING TO OTHERS
   - I listen and speak with courtesy and respect.
   - I am alert, attentive and follow directions.
   - I compliment the work and successes of others.
   - I am a good sport if I win or lose.
   - I accept and respect differences in others.
   - I settle conflict without force or threats.
   - I respect the right of others to learn.
   - I respect the ideas, property, and space of others.

3. WORLD AWARENESS
   - I participate and cooperate in groups and in class.
   - I contribute ideas, energy and resources to the group.
   - I volunteer for extra activities or sports or clubs.
   - I use equipment and materials responsibly.
   - I try to ensure justice and fair play in any group.
   - I am present, punctual and prepared for class.
   - I try hard to work neatly and independently.
   - I organize my time to complete my work on time.

4. LEARNING
   - I enjoy learning alone or sharing learning.
   - I like to explore, invent, discover and create.
   - I like to do more than the minimum requirements.
   - I take the initiative and accept challenges to learn.
   - I think about ideas before accepting them.
   - I ask questions and wonder about many things.
   - I try several different ways to solve problems.
   - I keep an open mind and can adapt to changes.

5. SPIRITUAL GROWTH
   - I know right from wrong and I try to do right.
   - I am truthful, honest and trustworthy.
   - I believe in a supernatural purpose in life.
   - I go my own way if I disagree with the group.
   - I make decisions that help me reach my life's goals.
   - I am sincere and I keep my word.
   - I am sensitive and considerate of others.
   - I can forgive, reconcile, thank and accept praise.

Date: _____

1. After reflecting on my behaviors, I know that I do well at _____

_____

2. One behavior I wish to improve is _____

_____

3. I plan to show growth in this behavior by _____

_____

Date: _____

1. I am doing well at _____

_____

_____

2. I wish I could do better at _____

_____

_____

3. I plan to improve by _____

_____

_____

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HOW TO HELP CHILDREN LEARN

Teachers promote desirable behaviors when they believe in children. They accept children and understand their behavior. They establish classroom conditions which promote desirable behavior and remain calm when faced with undesirable behavior. Teachers affirm and reinforce positive behavior through teaching, modelling and demonstrating.

Here are some examples of how to promote the fifteen behavior goals identified as signs of learning.

1. To build **self-confidence**, use a vocabulary that speaks of hope. Say: "You have made a good start", or "You could try another way to do that".

Build a class T- chart to show confident behavior.

Self-confidence

. . . looks like	. . . sounds like
– holding head up	– I'll try that.
– laughing at mistakes	– I can do it.
– trying something new	– What went wrong?

2. To teach **responsibility**, give students responsibility for their own learning; say "I see you have chosen to do . . . and accept the consequences." Establish learning buddies who are responsible to each other for taking notes or repeating work for their absent buddy. Give responsibility for tasks to students of all ages.

3. To teach **efficient, organized use of time**, encourage students: to date all assignments, notes and projects; to keep journals and diaries; to plan time and tasks. Then reinforce this by displaying the date, the objective, expectations and due date on the chalkboard.

4. To teach how to respond appropriately to **authority**, create with the class a set of class rules, expectations and consequences which promote classroom control, show respect, courtesy and acceptable ways to dissent.

5. To encourage **cooperation** and **appreciation** of others, use cooperative not competitive games and sports; make group murals; do partner reading; do group work; share and celebrate successes together; perform music, drama and dance in groups. Provide opportunities for students to evaluate and praise their own and others' work.

6. To teach **acceptance**, shift perspective; discuss human response to rejection; let students experience rejection or reprimand for reasons they cannot control e.g. the student with the longest thumb, or the third person in the door, the one who lives on the west side of the street or whose house number is even.

7. To teach **involvement** and **participation**, create an atmosphere that is non-threatening; arrange the room to encourage involved interaction; move about the room continuously; invite and accept multiple responses; teach students to say, "I'll do it", or "Call on me".

8. To teach **social justice** and **fair play**, share prayers, smiles, helping hands, letters, and ideas; teach the value of creation in every form; recycle, repair and respect material goods.

9. To teach the value of being **present, punctual**, and **attentive**, acknowledge and value students' presence; show respect for students' time e.g. start class promptly with important information or activities; make lessons relevant, interesting and worthwhile.

10. To teach **enthusiasm** for learning, show enthusiasm; be interested in learning beyond the classroom; have fun. Enthusiasm is contagious.

11. To teach **creativity** and **self-motivation**, have students set goals, make plans, carry out activities and evaluate results; respond to creative ideas e.g. "I never thought of it like that before".

12. To teach **intellectual** curiosity, allow ample wait time after posing questions; promote questions using game show formats; use riddles and active reading; ask students to create questions for which the answer is a specific word e.g. bat.

13. To teach **faith**, create an atmosphere in which students can pray and experience God's presence as they make connections between learning and their own lives.

14. To teach **hope** and **decision making**, provide options from which to choose: try to reach consensus with class decisions; create opportunities to observe the process of making decisions; respect student decisions; be optimistic.

15. To teach **love**, teach students how to say, "Thank you", "I'm sorry", "That's okay"; to pray; to show love in every situation; to listen with openness and respond with humility; to sacrifice.

Lethbridge Catholic Schools

June 1992

A Celebration Of Learning

Good News for ..... & Parents

At school I watch children as they learn. I see the way they act and talk to others, the way they work and play, and how they keep trying. I see your child .....

.....

.....

.....

.....

I find this encouraging, and I hope you do too.

Date

Teacher

Lethbridge Catholic Schools
1992

We know that:

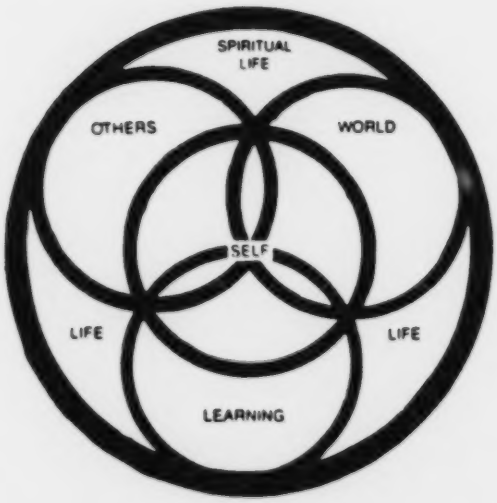
- *tests/exams evaluate cognitive/skill growth.*
- *behavior shows affective growth.*
- *attitudes are evident in behavior.*
- *intelligence is expressed in behavior.*
- *working to potential is dynamic behavior.*
- *thinking and making choices are behaviors.*

The Celebration of Learning:

- *tells what behaviors to watch for.*
- *tells who should do the watching.*
- *names the behavior observed.*
- *is discussed at parent/teacher/student conferences.*
- *gives goals to plan to work toward.*

This kit includes:

- *A Folder describing actions for each behavior.*
- *A Checklist to record observations quickly.*
- *Worksheets to help students self-assess.*
- *Good News Notes to report and record behavior.*
- *Suggestions to help teach or model behavior.*



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